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ABSTRACT

This monograph presents an overview of the Early Childhood-Special Education Teacher Preparation Program designed to prepare preschool teachers to be developmental diagnosticians and learning facilitators for young children, including children with handicaps, from birth to age 7. This report describes the operational aspects of the program (sequence, module requirements, practicum policies, and evaluation). The program provides a performance-based, field-centered, personalized, and systematically designed teacher education curriculum at the Master's Degree level. Descriptions of the program components and evaluation procedures with samples of appropriate forms are included. The child education program component, which provides an experience-centered curriculum for children, and the education program for parents of participating children, are discussed briefly. (ED)

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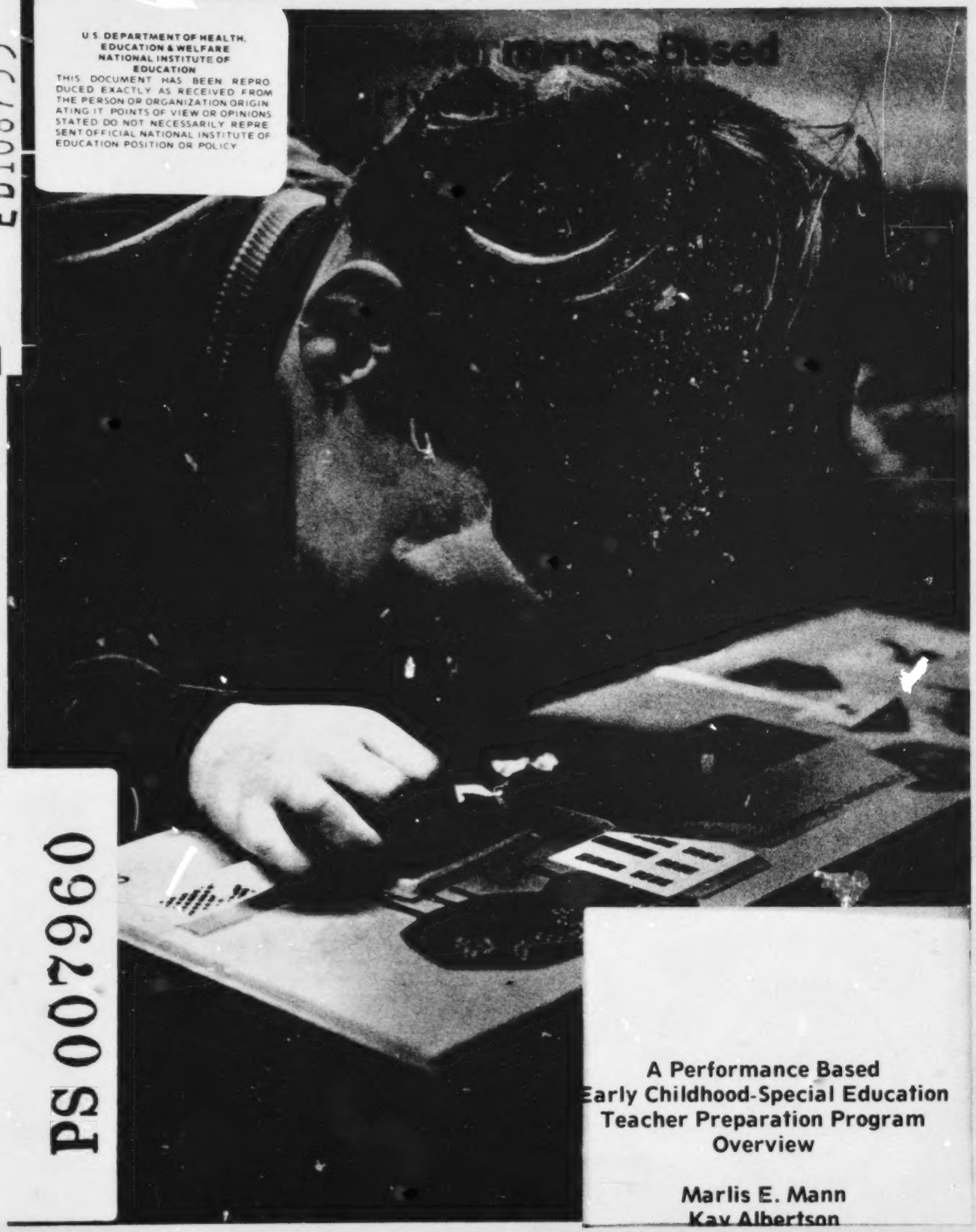

PS 007960

A Performance Based Early Childhood-Special Education Teacher Preparation Program Overview

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PREFACE

This monograph presents the overview for the total Early Childhood-Special Education program. It is primarily concerned with the operational aspects of the program such as sequence, module requirements and practicum policies.

To operationalize any program scheduling and structure is necessary, particularly so for a performance-based program that is individualized, field-centered and personalized. During the planning-prototype and prototype phases many situations arose which suggested modifications to the staff. As a result operational format in this monograph was derived as being the most effective for the present time.

The practicum/student teaching aspect of the program has received much attention in order to promote a more effective experience. Those individuals who contributed significantly to the development of this area include Dr. Richard Aubry, Elaine Barker, Helen Musey, Carol Beers, Kathryn Castle, Lynne Mann, Carol Mueller, Kathy Young, Pam Bracy, Cynthia Monroe, and Clara Johnson.

It is hoped that the reader will have a general overview of the total program after having read this monograph.

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PURPOSE OF THE PROGRAM

The University of Virginia Early Childhood-Special Education program implements both a performance-based teacher education program at the Master's level and a child education program for children from birth through approximately age seven.

This program individualizes early childhood education in a way that atttains educational objectives set for all young children by parents, educators, research and literature; and, individualizes a performance-based, field-centered, personalized, and systematically designed teacher training program that trains teachers to: (a) become developmental diagnosticians in order to assess a child's strengths, weaknesses, and current developmental levels and to utilize this information in prescribing an educational environment to assist the child's development and (b) develop skills which will enable the trainees to facilitate the environment they prescribe that will assist the growth of any child with or without developmental discrepancies in the areas of social, motor, cognitive, language and visual perceptual development.

Developmental discrepancies exist in children of all ages from mild deviation which is considered "normal" through extreme deviation which is judged as handicapping or pathological. Not only is this teacher training program concerned with developing educational programs to serve those children whose developmental characteristics are felt to be handicapping. These children may be thought of as "high risk" or "prelabled" children. Without direct intervention in their developmental pattern the probability of their becoming handicapped and receiving a special education label (e.g., MR., LD, ED) is extremely high. These children have not traditionally been served by special education until they have been allowed to fail in an academic setting or become of grave concern to their parents or the community. Thus, this project has designed a child program for these children and a teacher training program to prepare learning facilitators to staff such a program. It is hoped that programs of this nature will prevent children from becoming labled and unnecessarily placed in special education classes and categories. Children served by this program may show developmental discrepancies in one or more of the following areas of development: social, motor, visual perceptual, language, and cognitive.

The program described here is to prepare M.Ed. level personnel to become developmental diagnosticians and learning facilitators for young children birth through approximately age seven. In accordance with the preventative aspect of this program, the teachers trained in this project should be effective in the role of a teacher in a regular preschool setting in which there may be approximately 10-12% high risk, pre-labeled or severely handicapped children. They will be able to assume a leadership role at the local and state level in developing and implementing programs for children exhibiting those discrepancies which qualify them as high risks.

The prepared teacher should also be capable of teaching and directing programs in residential treatment centers and special day care settings for severely handicapped children.

In addition, students who complete this program should be qualified to teach in obvious high risk areas such as inner city, migrant opportunity centers, urban and rural poverty areas where approximately 50% of the preschool population may display developmental discrepancies.

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MODEL FOR TEACHER PREPARATION PROGRAM

This teacher preparation program was developed by using the Comfield Teacher Training Model (Schalock, Kersh and Horyna, 1969).

Early Childhood-Special Education program is (a) performance-based, (b) field-centered, (c) personalized and (d) systematically designed. It is performance-based in that the teacher in training has the ability to perform functions to which he will be held responsible upon completion of the program. One major implication of a performance-based program is that the curriculum development process for those involved in preparing learning facilitators be they teachers or parents must be linked to the educational objectives for young children.

The objectives of the teacher training program rests on developmental learner outcomes for young children, birth through approximately age seven, in the areas of cognitive, social, language, motor and visual perceptual development. These five areas of development are the major components which will have clusters of product modules with each.

The training program is composed then of a series of content modules in the areas of language, cognitive, visual perceptual, motor, and social development and two process modules–developmental and directive. An advantage of this innovative teacher-training approach is that it provides maximum opportunity for intensive study, continous evaluation, and less fragmentation of content. In addition, such a structure is more efficient in terms of competencies acquired relative to instructional time. It allows a greater amount and proportion of actual experiences with children of various developmental levels, handicapping conditions, and intellectual capabilities. Each module in the teacher training program is based on the Comfield model sequence of orienting, foundation, and consolidating experiences. More specifically these experiences are:

Orienting experiences include definition, concrete referrents and models of the competency that the set of learning experiences entailed within the instructional system are to bring about. Orienting experiences may take the form of direct observation of children or teachers in classrooms, observation of filmed "models," etc., and may be used at any level within any instructional system, depending upon the needs of the student in the system.

Foundation experiences are a set of learning activities designed to enable a prospective learning facilitator to master a given bit of knowledge, a skill, or a sensitivity. These experiences will cayy content that relates directly to the teaching process. They will become an integrated part of observation, practice and assessment experiences that are designed to lead to the demonstration of professional competency. The subject matter of educational psychology, human development, instruction and evaluation, etc., provide the subject matter around which such experiences will be developed. The expected outcomes of these experiences are the knowledges, skills and sensitivities that teachers need in order to create the conditions that will bring about the outcomes expected from preschools. A requirement of the foundation experience is that all students show evidence that they have mastered the conceptual frameworks of the disciplines upon which they are to draw as teachers of young children. An example of a knowledge or conceptual framework is Lee's Developmental Sentence Types. An example of a performance capability or skill is the ability to use these sentence types in analyzing a young child's syntax.

Consolidating experiences are a set of learning activities designed to bring about an extension of the competencies demonstrated under simplified conditions to the point where they are applicable under real-life conditions. Both synthesizing and consolidating experiences are developed in the field centers.

In the process modules the students gain three teacher strategies while the product modules contain the content to which one applies a teaching strategy. The product module is designed to do the following:

Identify desired developmental learner outcomes for children birth through age seven (Step I);

Identify the conditions necessary for producing selected outcomes indentified in Step I (Step II);

Identify the learning facilitator and developmental diagnostician behavior or skills essential for the provision of the conditions referred to Step II (Step III);

Identify the conditions necessary for the production of behavior identified in Step III (Step IV).*

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* See Table 1

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In both the product and process modules a systematic approach to facilitating learning is assumed to be more effective than non-systematic approaches. By applying systems design principles throughout the learning outcomes desired will more likely be attained. The means by which this is done is through the learning modules. Generally speaking this means that each of the functional parts within the module as well as the whole module assumes three characteristics: 1) designed to bring about specific and measurable outomes; 2) designed so that evidence as to the effectiveness with which it brings about its intended outcome is continously available, and 3) designed to be adaptive or corrective in light of that evidence. In other words, it is a process that requires the user to: a) know what it is he wants to accomplish, b) order events in such a way that he has some probability of accomplishing it, c) asses whether these events do in fact accomplish that for which they were intended, and d) if they do not, modify the events or the outcomes until the discrepancy is alleviated. Within each product module the trainee will learn the cognitive content of the particular area of development, evaluation procedures, and procedures for designing appropriate learning conditions for each individual child.

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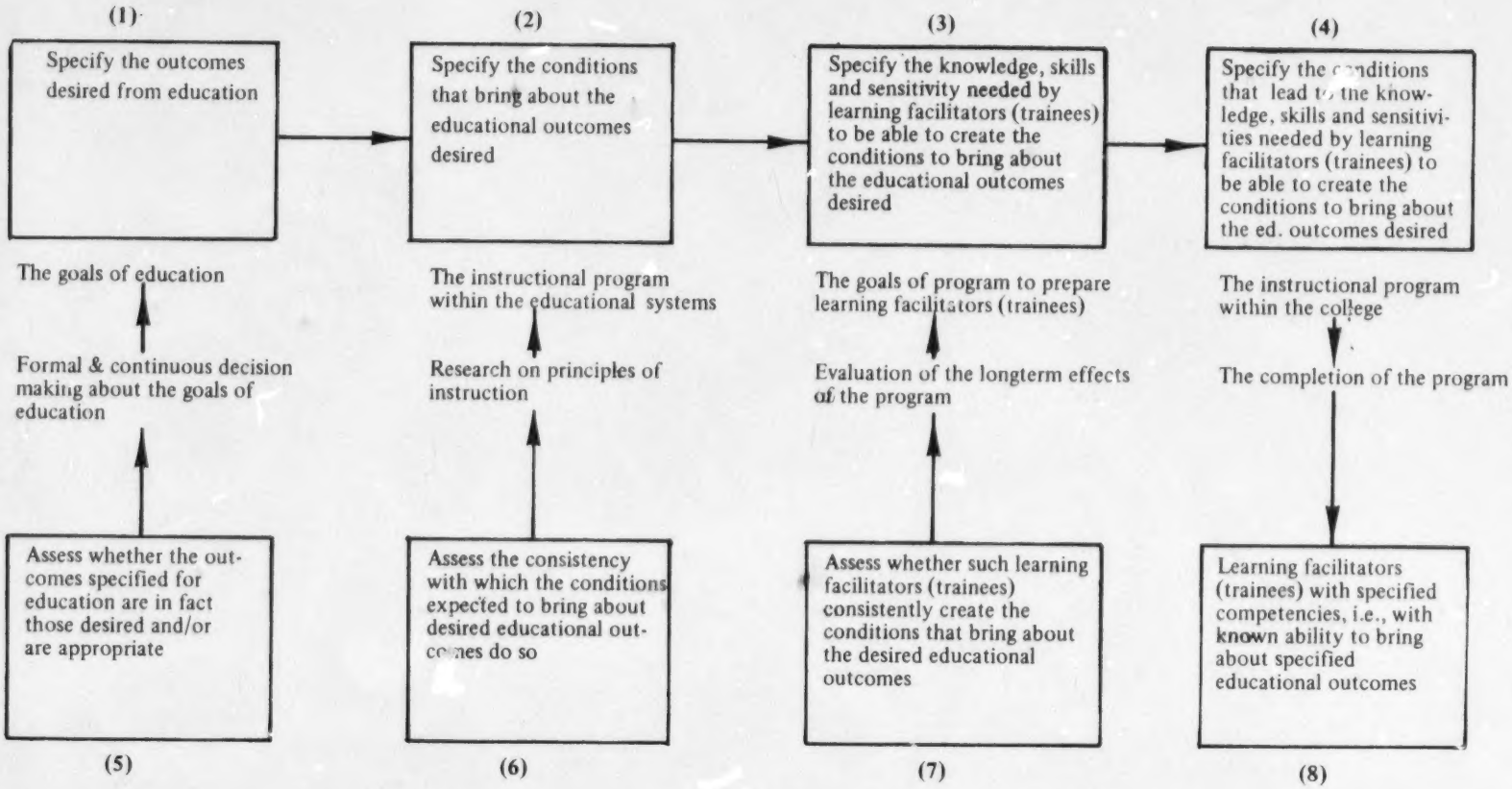
TABLE 1


(1)
Specify the outcomes desired from education
(2)
Specify the conditions that bring about the educational outcomes desired
(3)
Specify the knowledge, skills and sensitivity needed by learning facilitators (trainees) to be able to create the conditions to bring about the educational outcomes desired
(4)
Specify the conditions that lead to the knowledge, skills and sensitivities needed by learning facilitators (trainees) to be able to create the conditions to bring about the ed. outcomes desired
The goals of education
The instructional program within the educational systems
The goals of program to prepare learning facilitators (trainees)
The instructional program within the college
Formal & continuous decision making about the goals of education
Research on principles of instruction
Evaluation of the longterm effects of the program
The completion of the program
Assess whether the outcomes specified for education are in fact those desired and/or are appropriate
Assess the consistency with which the conditions expected to bring about desired educational outcomes do so
Assess whether such learning facilitators (trainees) consistently create the conditions that bring about the desired educational outcomes
Learning facilitators (trainees) with specified competencies, i.e., with known ability to bring about specified educational outcomes
(5)
(6)
(7)
(8)

A schematic representation of the systems design process applied to the design, development and adaptation of an education program. (Schalock, Kersh and Horyna, 1969).

EXEMPLAR TEACHER PREPARATION MODULE

Each product module follows the format of the four steps identified in the Comfield model. The first step contains the ontogeny for the specific area of development. The ontogeny represents the development of the child from birth through approximately age seven. In many cases there are many gaps in the literature for the areas of development. The gaps are particularly evident between the second and fifth year of life.

Developmental measures are also found in Step I if they are available Learner characteristics relating to those specified area are also found in Step I.

The second Step provides conditions (strategies and content related to the developmental outcomes). In most cases examples of directive and developmental strategies are provided.

Step three contains the cognitive and skill competencies expected of the students in the teacher preparation program.

Step four provides the schedule for the module and the activities provided to develop the cognitive and skill competencies.

Following is the Table of Contents for the Auditory Perception Module that illustrates the proceeding format:

Table of Contents

Ontogeny for Auditory Perceptual Skills

Relevancy of Auditory Perception

Awareness of Sound
- Ontogeny
- Conditions

Focus of Sound
- Ontogeny
- Conditions

Figure Ground Discrimination
- Ontogeny
- Conditions

Auditory Discrimination
- Ontogeny
- Conditions

Auditory Memory
- Ontogeny
- Conditions

Sequencing and Synthesizing Sound
- Ontogeny
- Conditions

Classification, Integration and Monitoring of Sound
- Ontogeny
- Conditions

Competencies Trainees need to facilitate development of auditory perception
- Cognitive competencies
- Skill competencies

Module Schedule
- Suggested activities

References

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SEQUENCE OF THE EARLY CHILDHOOD-SPECIAL EDUCATION TEACHER PREPARATION PROGRAM

The purpose of teaching the three process modules (directive, developmental and behavior modification) first is that the students will be able to transfer the process teaching strategies to the product modules that follow. Within the process module the students demonstrate cognitive understanding of the teaching strategy. The process modules contain what is referred to as synthesizing experiences which enable the student to integrate cognitive knowledge with actual implementation of the teaching strategy with children.

Module	Staff member responsible for module implementation
Overview of program	
Developmental Teaching Process Module	
Directive Teaching Process Module	
Behavior Modification Process Module	
Cognitive Understandings of Language Development	
Auditory Perception Module	
Semantics Module	
Attending Module	
Cognitive Module	
Phonology Module	
Syntax Module	
Reading Readiness Module	
Motor Develpment Module	
Perceptual Abilities	
Perceptual Motor Abilities	
Physical Abilities	
Social Development Module	
Self Help	
Individuation	
Behavior Adjustment to Society	
Consolidating Module	
Practicum Supervisors for Field Center	

Students are in field centers from 8-12 a.m. They attend sessions for module implementation and the parent education program during the afternoon.

Practium Facilities

In this project practicum sites are referred to as field centers. Three centers were identified for the prototype year. These centers represent three distinct types of environments found in early childhood education, those being day care public schools and a specialized child development center. The staff of each center is presently enrolled in a 9 month seminar to coordinate the training program with field center activities. This is described under in-service training. They will receive academic credit from the University for this seminar.

UVA Child Development Center

One of the purposes of the University of Virginia Early Childhood-Special Education Program is to develop both a performance-based teacher education program at the Master's level and a child education program for children from birth through approximately age seven.

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To fully implement this teacher preparation program it becomes necessary to provide a model where students may, on a continuing basis, observe a developmental competency-based child program in operation and also a laboratory where the students may practice effectiveness in working with young children. The University of Virginia Child Development Center serves such a model. A major purpose of the model laboratory is to demonstrate that children of multi-age and multi-abilities can be effectively enriched in the majors areas of child development while in the same physical environment. It is the purpose of this training program to provide teachers who can assist the development of all children and not just those in the "normal range" of motor, visual perceptual, social, cognitive and language skills. The UVA Child Development Center will have two daily sessions consisting of 12 children each ranging from 2 to 6 years of age. The children will range from normal in development to multi-handicapping conditions. One third of the children in each sessions demonstrate an obvious developmental delay.

Janie Porter Barrett Day Care Center

This is a community sponsored day care center that has been operating for 39 years. It has 60 children, ranging from 2-6 years of age and four full time staff members. All but two of the children are black. The children are mostly from the lower socio-economic class and several demonstrate developmental delays of some type. Dr. Mann serves as head of the Education committee on the Barrett Advisory Board. The center has day care accreditation.

Johnson Elementary School

This center provides public school expriences in grades K-2 as well as certification practicum for NK-3 State of Virginia certification. This field center presently has three teachers—one in each kindergarten, first, and second grade.

Parent Education Practicum

The students will observe a model teach a group of parents during the Fall academic semester. In the Spring semester the students will teach a parent program in a team situation comprised of two trainees. Parents for the groups are parents of the children in the field centers. There are approximately 15 sessions for a complete parent program.

Integration of Practicum with Learning Modules

Students will spend 8 weeks in each of the practicum settings. They practice skill development being emphasized in the module they are in at that time and also provide experiences typical to the particular field center—e.g., teaching reading groups in second grade to playground duty at the day care center. The staff in each center have identified the experiences that are typical to their environments that the students should learn to provide. All students are in the Child Development Center for the first weeks while working on the process modules. They enter field centers when they begin product modules.

	First 8 weeks	Second 8 weeks	Third 8 weeks
Johnson	1,2,3	7,8,9,10	4,5,6
JPB Center	4,5,6	1,2,3	7,8,9,10
CD Center	7,8,9,10	4,5,6	1,2,3

This way all students would observe, participate, and work on the teaching development skills in each center for approximately eight weeks. Placement within each center is according to the students specific needs.

In each classroom a developmentally delayed and a normally developing child are identified by the trainees during the first practicum week in the Fall semester. Baseline data is collected on each for a week and then the trainee puts conditions each day for these two children. Then the student leaves after his eight week stay in the practicum the student who comes in next picks up the same two children. In this way the students as a group follow 10 delayed and 10 normal children for the 26 weeks of the practicum.

Students will go through the parent education program themselves with an instructor, then observe a model, implementing the program with parents and finally implement the program to parents in teams of two students each.

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MODULE EVALUATION: COGNITIVE AND PERFORMANCE SKILLS

Since each of the modules is evaluated by its respective instructor, as is the Parent Education Program there is not a uniform mode of evaluation for all evaluators. All modules are evaluated in terms of whether or not each student had met the cognitive and skill competencies identified at the beginning of each module and below. Evaluations are made in accord with the kinds of experiences and competencies each instructor deems to be desirable for the students in the program.

For each of the eight of the product modules, either a directive or developmental process videotape is made so that each student does four directive and four developmental experiences with young children in different developmental areas (language, social, perceptual motor and cognitive). These tapes are reviewed together by students and trained observers for evaluation of process teaching competency as it relates to a given content.

The cognitive and skill competencies for each module are presented in the following paragraphs.

Process Module Competencies. Trainees at the M.Ed. level will acquire the following competencies in the major areas of child development and the developmental, directive, and behavior modification strategies in order to provide appropriate learning environments for all young children including those children with developmental delays that are considered to be handicapping.

Developmental process cognitive competencies. Following are terms, concepts, and people, learning facilitators should be able to identify and discuss.

Terms:	*Concepts*	*People*
Learner characteristics	Setting conditions for learning	Hilda Taba
Situational variables	Developmental process as a strategy	Brown & Bellugi
Instructional strategies or processes	Encoding	J. McVicker Hunt
Content	Questioning strategies	Courtney Cazden
Learning facilitator	Corrective feedback techniques	
Developmentalist	Verbal reinforcement	
Categories of Concepts:	Extension of syntax	
Positional	Elaboration	
Opposites	Extension of thought	
Quantification	Mode of interaction	
Comparison	Content of interaction	
Time		
Motion		
Association experience		

Skill competencies for developmental process. Facilitators will be able to:

1. Implement the corrective feedback strategies in appropriate situations of:
   - verbal reinforcement
   - extension of grammar
   - elaboration
   - extension of thought
2. Implement the encoding techniques in appropriate situations:
   - Questions: Direct questions
     Hypothesis stating questions
     Attention seeking questions
   - Statements: Direct statement
     Hypothesis statement
     Attention seeking statement
     Imperatives

The learning facilitator will be able to provide an environment to stimulate children to respond on their own accord.

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Directive Process Competencies

Cognitive Competencies

The trainee will demonstrate knowledge and understanding of the following:

1. Measurement of behavior
2. Basic behavior principles
3. Applied analysis of behavior
4. The elements that comprise the Berieter-Englemann approach to teaching reading, arithmetic, and language.

Skill Competencies

1. Be able to pinpoint or define a child's behavior as an observer; countable, repeatable movements of the child.
2. To be able to record reliably children's behavior in the classroom setting using an appropriate recording method (e.g., event recorded, duration, performance to criterion, etc.)
3. To be able to accelerate or decelerate the child's behavior using techniques derived from behavior principles (e.g., positive reinforcement, punishment, extinction, etc.)
4. To be able to access behavioral change by using an appropriate single subject design (e.g., reversal, multiple baseline, changing criterion, etc.)

Product Module Competencies

Language Development: Auditory Perception

Cognitive Competencies. The trainee will be able to define each of the below, give an example of a learning condition for each and an informal assessment.

Awareness of Sound
Focus of sound
Auditory figure ground discrimination
Auditory discrimination
Discrimination of degree of sound
Auditory memory
Sequencing and synthesizing sound
Classification, integration and monitoring of sound

Skill competencies. The trainee will be able to effectively provide a learning environment to emphasize:

Awareness of sound
Focus of sound
Auditory figure ground discrimination
Auditory discrimination
Discrimination of degree of sound
Auditory memory
Sequencing and synthesizing sound
Classification, integration and monitoring of sound

The trainee will be able to effectively assess a child's auditory perceptual development in the following areas:

Awareness of sound
Focus of sound
Auditory figure ground discrimination
Auditory discrimination
Discrimination of degree of sound
Auditory memory
Sequencing and synthesizing sound
Classification, integration and monitoring sound

Language Development: Phonology

Cognitive competencies. The trainee will be able to define each of the below, give an example of a learning condition for each, and an informal assessment.

Imitation of sounds made by adult models

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Articulation and expression of 44 identified phonemes.
Learning sound of alphabet letters.
Learning position of sounds–beginning, middle, ending.
Production of the range of sounds–high, low, loud-soft.
Naming letters of the alphabet.
Association of graphic symbol with letter name and sound.
Identification of correct order of alphabet letters.

The trainee will be able to define the following terms:

Phoneme	Fricature
Phonetic transcription	Laterals
Phonemic transcription	Nasals
Phonology	Intonation of pitch
Paralanguage	Allophone
Vowel	Dipthong
Consonant	Contrast
Stops	Stress

The trainee will be able to cite notable research finding and important variables relating to phonology development from the works of the following:

Jakobson	Lenneberg	Austerlitz	Templin
Mowrer	Burling	Velton	Menyuk

The trainee will demonstrate knowledge of the phonic alphabet. This includes beginning, middle and ending sounds.
The trainee will be cognizant of characteristics in children exhibiting auditory processing disturbances of aphasia.
The trainee will be cognizant of characteristics of profoundly deaf children.
The trainee will be cognizant of characteristics of a child with a mild to moderate hearing loss. He will be able to describe remediation procedures for mild, moderate and profound loss of hearing children.
The trainee will be able to discuss the importance and usage of the following tests:

No-Howe Speech Test for English, Consonant Sounds
Goldman-Fristoe Test for Articulation
Developmental Articulation Test
Poole Consonant Test

Skill competencies. The trainee will be able to effectively provide a learning environment to emphasize:

Imitation of sounds
Articulation and expression of phonemes
Production of sounds of alphabet letters
Position of sounds
Production of range of sounds
Naming alphabet letters
Association of graphic symbol with letter
Name and sound
Identification of correct order of alphabet letters

The trainee will be able to use directive process with the hard of hearing children.
The trainee will be able to effectively assess a child's phonology development in the following areas:

Imitation of sounds
Articulation and expression of phonemes
Production of sounds of alphabet letters
Position of sounds
Production of range of sounds
Naming alphabet letters
Association of graphic symbol with letter name and sound
Identification of correct order of alphabet letters

The trainee will be able to describe the affect of hearing loss on intelligence tests, social adjustment, achievement and concept formation.

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The trainee will demonstrate the ability to work with the hearing aid.

Language Development: Semantics

Cognitive competencies. Trainees wil be able to (1) explain concep' development as theorized by Piaget, Woodruff and Bruner; (2) identify the learner characteristics in concept development of EMR, H, D, VI and LD children; (3) be aware of the major properties of concept development and exemplars of them.

Skill competencies.

1. The trainee will demonstrate awareness of media sources for young children.
2. When implementing a selected multi-sensory learning system with a population of preschool children, trainee will be evaluated on the following criteria:
   a. Ability to evaluate children; this involves selecting an appropriate concept in setting the conditions for learning as well as developing own instrument for posttest to measure effectiveness of the multi-sensory learning center.
   b. Ability to develop mult-sensory center
      (1) Types of media
      (2) Quality of media
      (3) Discipline areas
      (4) Scope and sequence
   c. Ability to use appropriate questioning strategies
   d. Ability to use corrective feedback techniques to assist the concept development.

Language Development: Syntax

Cognitive competencies. The trainee will demonstrate evidence of cognitive knowledge in:

1. Technique of verbal reinforcement
2. Role of extension in child's language development
3. The development of syntax in standard English.
4. The elements that comprise standard English such as types of phrases, inflections, transformations, etc.
5. The work of major linguistic researchers and theorists.

Skill Competencies. The trainee will be able to:

1. Use verbal reinforcement feedback to child's response effectively.
2. Extend the child's words to nearest intended meaning of the child.
3. Use all syntactical forms of English grammar in speech and show evidence of using a variety of them on the three levels of syntax.
4. Analyze developmental grammar of a child from one word response to the highest forms of transformations used by 7 year olds.

Language Development: Reading Readiness

Conditions needed to facilitate development of reading readiness are as follows:

Cognitive competencies. These competencies will be acquired through knowledge of required readings and strategies given under step III of the reading readiness module. Each trainee should be able to do the following:

1. Give a definition of reading, describe the components of the reading process, and describe the abilities basic to it.
2. Identify and discuss the pros and cons of the following reading strategies and the proponents of each.
   a. language experience approach
   b. phonic
   c. lingusitic
   d. basal
   e. individualized reading
3. Identify notable children's literature works and important authors for
   a. picture books and picture storybooks
   b. fairy tales and fantasy
   c. folk tales
   d. rhymes
   e. poetry

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Skill competencies. Each trainee will acquire these competencies through practicum and become familiar with the strategies used to accomplish the outcomes under step II. The trainees will be able to do the following:

1. Conduct a booktalk
2. Use storytelling, chants, rhymes, and fingerplays
3. Guide children in acting out story.
4. Use booktalk form to relate storybooks to a concept and motivate children's interest in books.
5. Evaluate children's books based upon criteria for theme, plot, style, and characterization.
6. Assess effects of stories read to children through reading aloud the evaluation.
7. Use questioning strategy to guide child in retelling or dramatizing a story in the proper sequence.
8. Conduct the three-day sequence for language experience stories.
9. Set up a word bank for a child.
10. Bind a hard back book.

Perceptual Motor Competencies

Cognitive competencies. The competencies the trainee will demonstrate are as follows:

1. Understanding of the physical and physiological development in visual perception and motor skills for children birth through seven years.
2. Working knowledge of ontogenetic gradients of visual and motor behavior.
3. Historical perspective on the theories of visual perception and motor relevant to current learning theory and practice.
4. Knowledgeability about visual perceptial dysfunctions in children birth through age seven.
5. Knowledgeability of motor dysfunctions such as agraphia, ataxia and perseveration in children birth through age seven.
6. Knowledgeability of situations and materials which develop motor and visual perceptual skills in normal children as well as delayed.

Skill competencies. The learner facilitator must be able to implement the following types of experiences for selected young children:

1. Visual perceptual experiences
   a. perception of position in space
   b. perception of spatial relationships
   c. perception of constancy
   d. figure-ground relationships
   e. visual fixation or attending to a visual stimulus
2. Perceptual-motor experiences
   a. art
   b. manuscript handwriting
   c. manipulative skills such as buttoning, cutting, zipping, etc.
   d. creative movement
   e. basic movement such as skipping, running, hopping, etc.
   f. game involving gross motor movement
3. Ability to measure motor and visual perceptual development of the young child. Trainee will develop the ability to administer the following instruments:
   a. Frostig
      beery
   b. Purdue
   c. Bayley
   d. Art evaluation
   e. Play evaluation
   f. Movement evaluation

Attending Competencies

Cognitive competencies. The student will achieve some mastery of the developmental aspects of attention, and he

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will understand two broad theoretical orientations to developmental attention, selective attention and cognitive tempo. His cognitive competencies will include:

a. *Knowledge of the developmental sequence of attention behavior.* The student is expected to be able to recognize what is normal at given age levels.

b. *Characteristics of atypical development.* The student is expected to be able to recognize what constitutes a deviation from normal attention behavior. He should integrate this knowledge with what he knows about the development of groups of exceptional children.

c. *Awareness of the broad range of attention problems which are characteristic of exceptional children.* Accompanying this awareness should be a knowledge of intervention procedures which can facilitate attention in different types of exceptional children (as defined by their behaviors). Such intervention procedures include:

1. Adjusting task materials to the developmental level of the learner
2. Changing the physical setting in which instruction takes place.
3. Active intervention strategies including:
   (a) Direct teaching of attention behavior
   (b) Modeling
   (c) Behavior modification.

Skill competencies. The student will develop the ability to use various strategies to promote attention in both normal and atypical children. These performance competencies are as follows:

a. *Measurement of attention spans.* The student will be able to measure attention to various educational tasks, judge its adequacy, and select an appropriate intervention technique if neccessary.

b. *Adjustment of task materials to the developmental level of the learner.* The student will be able to adjust educational materials which are available in the classroom environment to the developmental level of both normal and atypical children.

c. *Changing the physical setting in which instruction takes place.* The student will be able to make whatever modifications are necessary in the physical set up of his classroom to accomodate both normal and atypical learners.

d. *Using active intervention strategies.* The student will be able to use one or more of the following active intervention strategies to promote attention.

1. Direct teaching of attention behavior
2. Modeling attention behavior
3. External mediation of attention behavior
4. Behavior modification to increase attending behavior.

The student will be able to evaluate the effectiveness of his strategies in promoting attention. These cognitive and performance competencies include:

a. *The utilization of the general experimental model for intervention planning and evaluation.* The student will recognize that the general experimental model (manipulation of the independent variables and measuring the dependent variables) is one which should be followed in classroom interventions.

b. *The untilization of pre-tests and post-test in evaluation.* The student will recognize the need to use before and after measures in order to judge the effectiveness of his interventions. Such before and after measures might include:

(1) Kagan's Matching Familiar Figures Test in modifying cognitive tempo.

(2) Behavioral baseline and post-intervention measures derived from the methodology of behavior modification, which could be useful for almost any intervention strategy.

c. *The utilization of evaluation techniques for teacher feedback.* The student will recognize the need to use evaluative techniques in order to modify his intervention strategies.

d. *Recognition of the need for creativity in evaluation.* The student will recognize that he needs to be creative in his attempts to evaluate intervention techniques which he is trying out in the learning situation.

Social Developmental Competencies

Interpersonal competencies. The trainee should be able to do the following:

1. To be able to perceive one's own needs, motivations, and values as they affect one's own behavior and as they appear to others.
2. To be able to see discrepancy between intentions and consequences of own behavior.

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3. To be able to tolerate and appreciate differences in others from oneself (in values, language, patterns of behavior).
4. To be able to actively listen and provide helpful feedback to the child in the development of his self concept.
5. To be able to help the child understand his emotions and feelins and to deal with them constructively.
6. To be able to understand and use behavior modification techniques in the area of social development and self help skills.
7. To be able to convey to the child a feeling of unconditional acceptance as a worthy human being.
8. To be able to understand and demonstrate what constitutes an effective model for the child.

Concerning problem solving:

1. To be able to adequately define the problem or conflict.
2. To be able to verbalize the other person's side of the conflict and to get the other person to verbalize the conflict.
3. To be able to generate and implement possible solutions.
4. To be able to evaluate and test the various solutions.

Cognitive competencies. The trainee should be able to do the following:

1. To be able to discuss and cite major research and findings from the works of: Freud, Erikson, Sullivan, Bandura and Walters, Rogers, Maslow, Dollard and Miller, Kohlber and Sears, Maccoby, and Levin.
2. To be able to operationally define and provide experiences which promote each of the following:
   a. peer interactions
   b. independence
   c. feeling of control of the environment
   d. responsibility
   e. cooperation
   f. decision making
   g. problem solving
   h. awareness of self in relation to objects and other people.
3. To be able to discuss the various levels of play and know what the child learns from and how he performs in each.

Skill competencies. The trainee should be able to do the following:

1. To be able to create a social environment to facilitate social development in the following areas:
   a. Self Help Skills
   b. Individuation
   c. Behavioral Adjustment to Society
2. To be able to assess social development in children using the following instruments:
   a. Fels Child Behavior Scale
   b. Vineland Maturity Test
   c. Thomas Self Concept Scale
   d. Self-Help Checklist.

At the completion of this teacher preparation program the student should be able to effectively use the following steps. By knowing developmental sequences of children birth through age seven for the major outcomes, diagnosticians should be able to identify children with developmental delays in the area of motor, visual perception, social, language, and cognitive development which would include children who are labeled as or have potential for labeling as mentally retarded, hard of hearing, emotionally distrubed, visually impaired, speech impaired, learning disabled, and physical disabled.

Learning facilitators must be able to set learning appropriate conditions once developmental levels have been assessed.

The trainees in this program will gain the skill to follow the sequence below in setting conditions for learning:

a. Administer the entering level assessment in the appropriate area of development to determine the child's present level of operation.

b. State a desired learner outcome which will relate to the next developmental level or broaden skills in the present level.

c. Evaluate the learner characteristics of the child.

d. Evaluate the situational variables in the environment.

e. Select appropriate instructional strategies for the child that takes into account (c) and (d).

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f. Determine the content for the instructional strategy that best fits the outcome (b), learner characteristics (c), situational variables (d) and (e), the instructional strategy.
g. Organize the learning environment.
h. Implement the designed conditions or learning system.
i. Evaluate periodically to ascertain growth in the child.

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STUDENT TEACHING

Philosophy

Student teaching is one component of the Early Childhood Education Department of the University's School of Education. While it is difficult to ascribe more importance to any particular phase of the educational program, it would be an oversight to underestimate the significance that student teaching bears on the individual. Through this program, opportunities are afforded for close interaction between student teachers and children. This contact with children, teachers, and the educational community may well be the most beneficial experience in the preparation of teachers.

In the adventure necessary to prepare competent teachers, it is expected that the student will become developmental diagnosticians in the assessment of a child's strengths, weaknesses, and current developmental levels and to utilize this information in prescribing an educational setting to assist the child's development. In addition, the student will develop skills that will enable him to facilitate the environment he prescribes and to assist the growth of any child in the areas of social, motor, cognitive, language, and physiological development.

Components of Student Teaching

Duration. Student teaching experiences can be divided into three categories: kindergarten certification, K-3 certification, and private preschool Practicum.

For those teachers interested in Kindergarten certification, a total of not less than 120 hours must be allotted to classroom activity in an accredited school, of which a minimum of 90 hours to be spent in actual teaching roles. Three credit hours will be earned upon successful completion each of student teaching experience. Most students will have three to six hours of student teaching (one or two placements). The assignment will span eight weeks, all day, or sixteen weeks, half day for two placements. However, this varies depending on the student's needs. The actual assignments will be made upon discussions with the student teacher, the cooperating teacher, and the University supervisor.

Teachers who are not enrolled for certification requirements will be placed in preschool centers throughout the Charlottesville area. Three to six hours may be earned in Practicum experiences depending on previous training and experience. Time schedules will be arranged to suit individual needs.

Placement. All student teachers who require Kindergarten certification will be placed in the Charlottesville or Albemarle school systems, or the Child Developmental Center at the University of Virginia. The ECE department has a working relationship with several preschools in the area. Practicum students who are not interested in Virginia certification can be placed in these schools. Attempts will be made to place student teachers in schools of their choice; however, the final decision rests with the Director of Placement for the school system.

Application for Admission to Student Teaching. A student is admitted to student teaching who has:

a. been admitted to the approved program of teacher education;
b. completed the requirements in general education;
c. completed pre-requisites in general education
d. completed pre-requisites in professional study; and
e. the approval of his advisor.

Cooperating schools are the accredited public schools of the Commonwealth. Most assignments are made in schools within a thirty mile radius of Charlottesville. When the student and school clearly benefit from an assignment in a private school, the School of Education will approve such placement. However, this approval is specific rather than general in nature. In other words, requests for placement in other than accredited public schools are treated on the merits of the individual case.

Cooperating teachers are selected on the following criteria:

1. Must hold a Collegiate Professional Certificate;
2. Must be an experienced teacher in the field of specialization;
3. Must be judged as a successful teacher; and it is recommended that the teacher
4. Complete a course in supervision.

Supervision by the university is the responsibility of professional faculty in that field of endorsement. Advanced graduate students participate in the supervisory function but always under the direction and responsibility of the regular faculty.

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UNIVERSITY OF VIRGINIA

Early Childhood Education Student Teaching Placement and Informational Data

Complete this form in detail, sign and return to Room 264 School of Education, Emmet Street, Charlottesville, Virginia

Date _____ Degree Program _____ Advisor _____

Name (Please Print) Mr. / Mrs. / Miss _____ Last _____ First _____ Middle Initial Social Security Number _____

Date and Place of Birth _____ Month Day Year City State

List any Physical Limitations or Chronic Illnesses: _____ Married ___ Single ___ No. Children _____

College Address _____ Phone _____

Home Address _____ Phone _____

Name and Location of Previous Schools Attended (High School and College)	Dates of Attendance From	To	Diploma, Degree or Certificate	Major or Minor Courses or Specialization

Briefly comment on any work experiences, hobbies, honors, talents, travel, school and community activities that you consider pertinent to your role as a teacher. _____

Why do you want to be a teacher? _____

Student VEA Membership advised for tort insurance protection: Member ___ Yes ___ No

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Specific Endorsement Requirements (Check one) NK-1,2,3 _____

Indicate Preference as to Grade Level Assignment _____

Preference of School Division for Placement: Charlottesville_____ Albermarle _____ Other_____

REQUIREMENTS FOR M.ED. EARLY CHILDHOOD APPROVED EXPERIMENTAL NK-3 PROGRAM

	Courses
A. Broad Academic Background	
American History	American History Economics
B. Required Early Childhood Education Experiences in Forms of Modules and/or Courses	
Language Development:	Auditory Phonology Semantics Syntax Reading Writing Developmental Teaching Process Behavior Modification Process
Motor Development:	Physical Abilities Perceptual Abilities Perceptual Motor Abilities
Social Development:	Self Help Skills Individuation Behavioral Adjustment to Society
Cognitive Development:	Spatial Relations Seriation Temporal Relations Classification
Practicum: Identify school, grade, and cooperating:	Nursery-Kindergarten 1-3

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Comments related to student teaching schedule:_____

_____

Approved_____ Date_____ Signed_____ Date_____

Experiences and Responsibilities Applicable to All Field Centers. A student enrolled in the University of Virginia's Early Childhood program may receive experiences in various educational environments to include kindergarten classrooms, first, second or third grade classrooms, day care centers, and the University of Virginia's Child Development Center.

Samples of the experiences and responsibilities in these various field centers follow.

1. Any skill experience(s) which is (are) required by a specific learning module that the student is participating in at the University will be incorporated into the field center experience in addition to the regular field center activities. For example, if the student is to teach a phonics lesson developmentally and/or directively for the phonology module, appropriate lessons would be worded into the student's field center activities. This would augment the regular field center activities.

2. University supervisors will work with the student on specific skill development relating to modules by observing and/or taping and then will give pertinent feedback to the trainees. The supervisor will also work with the field center cooperating teachers and university students on any concerns regarding the regular field center activities. For example, if a student is having difficulty with discipline techniques, ways of handling such problems can be discussed with field center supervisor.

3. The student and field center teacher will identify a normally developing child and a child demonstrating a developmental delay of some type. Daily records will be kept on these children. These records should consist of:
   1. Baseline behavior data
   2. Learner characteristics of the child which will be diagnosed throughout the year.
   3. Daily planning for each child and evaluation of growth.
   4. Any other pertinent data.

When the student leaves the field center after 8 weeks he turns over the records to newly arriving student. The University supervisor will work with the student throughout each field experience on these records.

4. Lesson plans should be submitted at least two days before to the field center cooperating teacher and the UVa supervisor. The UVa supervisors' copies may be handed into her appropriate box in the School of Education.

5. The student is evaluated in each field center by the field center staff in terms of the UVa student teaching forms. There will be an ongoing anecdotal evaluation of each student by the field center staff in addition to the regular student teacher evaluation form. This form, along with the anecdotal evaluation, will be reviewed in a meeting with the student, field center teachers and UVa supervisor.

Following are guidelines for typical field center situations.

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Child Development Center Guidelines

I. Characteristics Uniques to Child Development Center

A. Multi-age grouping 2-5 years—total of 12 children in group.
B. Small pupil teacher ratio.
C. Handicapped and normal children.
D. Appropriate multi-sensory equipment.
E. Teacher recording of each child's daily activities.

II. Participation of Trainees in Child Development Center

A. Routine Experiences:
1. Arrive ½ hour before session, 8:30, to assist in the following:
a. prepare art materials;
b. meet children in parking lot.
2. Assist daily with snack and cleaning up snack.
3. Help children on and off with coats.
4. Pass out children's papers at end of session.
5. Return all special material used with identified children to the head teacher's office at end of each session.
6. Accompany children to meet parents at end of each session.
7. At end of each session, maker certain room is in order.

B. Teaching experiences:
1. Prepare learner outcomes and teaching content on 3 x 5 cards daily for two identified children.
a. This may be done during time set aside for planning.
b. Post plans (content of focus sheet daily).
2. Use techniques from developmental, directive, or behavior modification process module with daily interactions with children.
3. Prepare and implement one multi-sensory concept system during the week you are assigned to be head teachers. As head teacher, plan the week's art work activities and any special materials still put in number 1, needed for the week.
4. Prepare one cooking chart and implement with children.
5. Plan one outdoor game.
6. Assist in maintaing discipline.

00025

Day Care Center Guidelines

Hours: 8:15-11:30
Planning: 11:30-12:00

Teacher in Field

Ms. A – 3 year olds
Ms. B – 4 year olds
Ms. C – 5 year olds
Ms. D – Center Director

1. Keep weekly plans of lesson and objectives; submit to cooperating teacher and U.Va. supervisor at least 2 days in advance.
2. Assist in maintaing discipline.
3. Help keep room organized and neat.
4. Help in *recess* supervision–never leave a child unsupervised.
5. Work with individual child/children in need of special help. Keep records of activities with these children.
6. Organize whole class for activities for one morning per week for seven out of the eight weeks. These activities should include math and reading readiness and fine and gross motor activities. Centers and art activities as well as module assignments can be incorporated into this morning activity.
7. Plan one learning center per week. Be responsible for preparing and presenting centers.
8. Plan at least two bulletin boards within your room–keep room interesting and attractive.
9. Plan one appropriate art activity per week.
10. Have weekly conferences with teacher about objectives, specific activities, problems, etc.
11. Plan morning activities (with other trainees at day care center) for children as they come into center–e.g., have simple art project, block center, book table, and game corners. The children need to be directed towards quiet and planned activities as soon as they come in.
12. Help children with morning snacks and music time. (Downstairs activities.) Teach one song to group.
13. Be on time; use the planning time constructively. Remember, you can always take the initiative in giving suggestion in planning, or organizing, and in maintaining activities at the day care center. The personnel *welcomes* your help!!

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Elementary School: Kindergarten Experience (Ms. A: Teacher)

Basic Responsibilities:

1. Hours–8:15 to 12:0
2. Lesson plans need to be presented at least a day in advance. Unit or center plans, one week in advance.
3. Never leave children unsupervised–always stay with them on the playground.
4. Be prepared to take over completely if teacher leaves the room.
5. Report any injuries to the teacher.
6. Fire drill.
7. Do not send any child to the office for discipline without consulting the teacher.

Schedule:

8:15-8:45–Planning and preparation.

Experiences:

Help children get settled.
Check attendance.
Participate in group activities with children, e.g., stories, games.
Interact with children on an individual basis.
Assist with daily planning.
Help with snack.
Work with teacher on consistent discipline techniques.
Help supervise playground activities.
Bus duty.
Plan and teach reading readiness, art, math readiness.
Prepare four concept centers and implement in the areas of math, science, social studies, and area of choice.
Plan one bulletin board.
Teach one gross motor experience.
Become familiar with and utilize resources in room and library.
Assist in cleaning up after class and keeping room organized.

00027

Elementary School: First Grade Experience (Ms. B: Teacher)

Basic Responsibilities:

1. Hours 8:15-12:00
2. Lesson plans need to be presented at least one day in advance. Unit plans, one week in advance.
3. Never leave children unsupervised–stay with them on playground always.
4. Be prepared to take over completely if teacher leaves room.
5. Report any injuries to teacher.
6. Fire drill.
7. Please do not send a child to office for discipline without consulting teacher.

Schedule:

Monday, Wednesday and Friday:

8:15-8:45 – Planning and preparation
8:45-9:00 – Attendance, lunch money, share, explain morning work.
9:00-10:45 – Reading groups
10:45-11:00 – Check work; fruit break
11:00-11:45 – Math
11:45-12:00 – Story, prepare for lunch
12:00-12:30 – Lunch
12:30-1:00 – Recess

Tuesday and Thursday

same as above except:
9:30-10:00 – Planning

Experiences:

1. Keep a weekly plan of lessons and times; submit to me at least one day in advance.
2. Teach reading and math groups at each level (vowels, also). Plan lessons and follow-up activities.
3. Experience using LEA at each level.
4. Plan completely and present a unit; social studies, science.
5. Aid teacher in preparing materials for units and classwork.
6. Aide in planning centers. Be responsible for preparing and presenting at least one center activity per week.
7. Grade papers, math books and work books.
8. Work with individual children in need of special help.
9. Assist in maintaining discipline.
10. Organize class for activities.
11. Plan and carry out an art project.
12. Plan and decorate a bulletin board.
13. Teach the class a new game.
14. Become familar with and utilize resources in room and library.
15. Work with audio-visual equipment.
16. Be responsible for roll call, recess supervision.
17. Clean up after class. Keep room organized.

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Elementary School: Second Grade (Ms. C: Teacher)

Basic Responsibilities:

1. Hours: 8:15-12:00
2. Walk with the class in the halls.
3. Clean up after each activity.
4. Morning before school duty when teacher has seen it.
5. Recess duty.
6. Roll call in the morning–at least once a week.
7. Become familiar with children by reading their folders and interacting with them.

Schedule:

8:15-8:45 – Planning and preparation
11:30-12:00 – Planning time

Experiences:

1. When possible–P.T.A., faculty and grade level meetings must be attended.
2. Show a film.
3. Show a filmstrip.
4. Plan and implement one art project a week.
5. Plan and implement bulletin boards to go with units.
6. Plan and implement a game for the class.
7. Plan a class party.
8. Keep a weekly plan of lessons and times. Plans should be submitted at least one day in advance.
9. Plan and implement a sciene unit and a social studies unit. This would include a 30-min. time block every day when doing the unit. These plans should be submitted one day in advance.
10. Grade papers, math books and work books.
11. Math: teach a new concept and follow it with a group.
12. Reading: plan lessons and skill development.
13. Assist with maintaining discipline.
14. Responsible for planning and implementing the morning activities from 8:45 to 11:30 at least once a week.

C0029

Certification Requirements. Students who complete a M.Ed. program in Early Childhood Education are eligible for a Virginia collegiate professional certification under the provisions of the approved program policies of the Virginia State Board of Education. The responsibility to approve School of Education graduates for certificates is held by the Dean of the School of Education and the Dean of Student Affairs of the School of Education. Endorsement in specific areas is the responsibility of the various Departments of the School of Education which have State approved programs.

As of February, 1974, the following states accept the Virginia teaching certificate: Colorado, Delaware, Georgia, Indiana, Kansas, Kentucky, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin.

To gain a certificate on the basis of completion of an approved program in Early Childhood Education, the student should complete the following steps:

1. Secure and complete the form: Application for Certification/NK-3 Teacher Education Approved Programs (S.A.NO.2). Please note that the applicant is responsible for securing transcripts and other necessary credentials. The form is available from the Department office. Any student who will not complete the specified requirements should have their academic adviser endorse the request for program deviation which is part of the application.

   Completed application is to be reviewed and approved by Early Childhood Education advisor before submitting to Room 172 in Step 2.

2. Submit the completed form to the person responsible for certification, Room 172 Education Building. All necessary transcripts and letters varifying experiences, should be sent to:

   Certification Office
   School of Education
   Office of Admissions and Student Affairs
   University of Virginia
   Charlottesville, Virginia 22903

3. Meet any conditions placed on the acceptance of Application for Certification. The applicant will be notified of the status of the application by the Office of Admissions and Student Affairs. Once the applicant graduate and any conditions have been met, the Office of Student Affairs will notify the State Department of Education that the student has completed an approved program. The State Department anticipates notifying applicants that their credentials are complete. The State Department will send the certificate directly to the applicant.

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S.A.No.2

APPLICATION FOR CERTIFICATION
NK-3 TEACHER EDUCATION APPROVED PROGRAM

Section I

_____
Social Security Number

_____
Date Degree Conferred

NAME_____
Last First Middle Maiden

ADDRESS/TEMPORARY _____
Number Street

_____
City State Zip

PERMANENT _____
Number Street

_____
City State Zip

I have met the requirements for NK- 3 certification through:

1._____ Regular M.Ed. Early Childhood Education approved program.
2._____ Experimental M.Ed. Early Childhood Education approved program.
3. _____ Certification only approved program.

This application is complete and meets NK-3 certification standards

_____
Early Childhood Advisor

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Section II

REQUIREMENTS FOR TRADITIONAL M.ED. EARLY CHILDHOOD EDUCATION APPROVED PROGRAM AND CERTIFICATION PROGRAM AT GRADUATE LEVEL

A. Broad Academic Background

These courses may be taken as undergraduate credits. List Course Number and Title in each category.

Language Arts: grammar, composition for speech — 6 hours

1.
2.

Health and Physical Education — 3 hours

1.
2.

Mathematics — 3 hours

1.

Science — 3 hours

1.

American History — (3 hours or test)

1.

Economics — (3 hours or test)

1.

B. Required Nk-3 Courses

___ EDCI 720 Fundamentals of Reading Instruction (3)

___ EDCI 722 Survey of Reading Disabilities (3)

___ EDSE Teaching Reading to Exceptional Children (3)

___ EDCI 711 Language Development of the Young Child (3)

___ EDCI 736 Children's Literature (3)

___ EDCI 301 Art for the Classroom Teacher (3)

___ EDCI 712 Motor Development of the Young Child, or (3)

___ EDCI 743 Math for the Young Child (3)

___ EDCI 520 Music Elementary School Teacher (3)

___ EDCI 755 Science Elementary School (3)

___ EDCI 713 Social Development of the Young Child (3)
(Not required for certification, but required for M.Ed. program)

___ EDCI 519 Practicum in Early Childhood Education. Identify school, grade, and cooperating teacher: _____ (3)

___ Nursery-Kindergarten (3)

00632

REQUIREMENTS FOR THE M.ED. EARLY CHILDHOOD APPROVED EXPERIMENTAL NK-3 PROGRAM

A. Broad Academic Background

Course work in this area will correspond with deficiencies as student may have in Specific Endorsement Requirements after having completed the 24 hours of work in Program Component (2) listed below. This work will be drawn from undergraduate scores that the student has taken previously. It is understood that students may not have taken every course required under the Specific Endorsement Requirements. The judgement is to whether a student must fulfill the deficiency will be based on their competency (as judged by their work in Program Component (2)) rather than on the number of work.

List course number and title for the following:

American History

1. (3 hours or test)

Economics

1. (3 hours or test)

B. Required Early Childhood Education Experiences in Forms of Modules and/or Courses.

Language Development

___ Auditory

___ Phonology

___ Semantics

___ Syntax

___ Reading

___ Writing

___ Developmental Teaching Process

___ Behavioral Modification Process

Motor Development

___ Physical Abilities

___ Perceptual Abilities

___ Perceptual Motor Abilities

Social Development

___ Self Help Skills

___ Individuation

___ Behavioral Adjustment to Society

Cognitive Development:

___ Spatial Relations

___ Seriation

___ Temporal Relations

___ Classification

Practicum: Identify school, grade, and cooperating teacher:

___ Nursery-Kindergarten

___ 1-3

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Form T. C. No. 3 (Revised 2-72)

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND 23216

APPLICATION FOR VIRGINIA TEACHING CERTIFICATE

Name Mr. / Miss / Mrs. _____

PRINT PLAINLY NAME IN FULL (IF A MARRIED WOMAN, USE GIVEN NAME, MAIDEN SURNAME, AND HUSBAND'S SURNAME EXAMPLE: MARY HENDERSON HICKS)

Address _____ (STREET-NUMBER) _____ (CITY) _____ (STATE) ZIP CODE

Place of Birth _____ Date of Birth _____ Sex _____ Race _____ Marital Status _____

Social Security Number [ ][ ][ ] [ ][ ] [ ][ ][ ][ ] Citizen of U. S. A. Yes _____ No _____

If naturalized, give date and place _____

Health _____ Physical defects, if any _____

SCHOOLS AND COLLEGES ATTENDED

(All institutions, including those attended after receiving Bachelor's Degree)

Name of Institution	Location	Dates Attended	Diploma or Degree	Major Subjects

Were you the recipient of a Virginia State Teachers Scholarship? Yes _____ No _____

TEACHING EXPERIENCE

Name of School	Location	Period Taught (As Sept. 1947 to June 1950)	Grade or Subjects Taught

OTHER EMPLOYMENT, INCLUDING MILITARY SERVICE

(Use reverse side if needed)

Name and grade of last certificate held (must be completed if applicable)

Virginia _____ Date of original issuance _____ Date of expiration _____

Out-of-State _____ Date of original issuance _____ Date of expiration _____

Grades or subjects applicant expects to teach _____

If applicant has accepted a position, state name of superintendent, school division, and beginning date of employment _____

Check appropriate statement below.

I apply for the Virginia certificate for which I qualify _____

I am interested only in an evaluation of my credentials based on current regulations _____

Date _____ 06034 Signature _____

Any deviation or discrepancy must be amended by a waiver.

If there is a deviation or discrepancy, state the reason in the space provided.. If the reason provided is not sufficient, you will be notified by the Office of Student Affairs. You must have the adviser's signature.

I request waiver of the _____ requirement because

_____

_____

_____

_____ Approved _____ Rejected

_____ _____

Dean Adviser

Section III

If the applicant is seeking initial certification through the University of Virginia School of Education he/she should make an appointment with Dr. Lee Woods of the Speech and Hearing Center (924–7011/3113) for a communication evaluation. This should be done in the beginning of the student's program.

Remedial therapy is available to students who evidence problems in articulation, stuttering, voice, hearing, etc.

Dr. Wood's evaluation:

Date:

Results:

Section IV

To the best of my knowledge the above information is correct.

_____ _____

Student's Signature Date

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Form T. C. No. 1
(Revised 3 - 72)

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND, VIRGINIA 23216

FORM FOR USE BY COLLEGE OFFICIALS IN CONNECTION WITH
APPLICATION FOR A VIRGINIA TEACHING CERTIFICATE

This form is to be used by the official designated by the president of the institution of higher learning from which the applicant received his most recent degree. Please forward this form and the applicant's official transcript to the Director, Division of Teacher Education, State Department of Education, Richmond, Virginia, or to the school administrator with whom the applicant has accepted employment.

_____
Social Security Number

Name Mr. / Miss / Mrs. _____
Last First Middle (Maiden)

Name of Institution _____

Degree _____ Date Conferred _____

TO BE COMPLETED BY THE DESIGNATED COLLEGE OFFICIAL
(Check and fill in appropriate section)

☐ Recommendation -- For Professional Certificate under "Approved Program Approach"

I certify that the above named applicant has satisfactorily completed teaching majors (endorsements) in _____

_____

of the State Approved Teacher Preparatory Program.

I further certify my belief, on the basis of personal knowledge or reasonable inquiry, that the applicant is qualified by character and temperament for the teaching profession and hereby recommend that he be issued the initial Virginia Professional Teaching Certificate.

Signed _____

DATE _____ Title _____

Statement with Respect to Application for Regular or Temporary Certificate

☐ I certify my belief, on the basis of personal knowledge or reasonable inquiry, that the applicant possesses good moral character and has no disqualifying physical or emotional handicaps.

Signed _____

DATE _____ Title _____

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Attendance. Student teachers are required to spend at least 120 hours in the classroom. The student teacher will also follow the school's calendar in regard to vacations. Attendance is urged at parent conferences, seminars, and faculty and PTA meetings. One day of sick leave and day of personal leave may be requested if needed. These requests should be placed with both the cooperating teacher and the University supervisor as soon as a need arises. The practicum experience requires the student teacher to follow the time schedule of the individual educational institution at which she/he is preparing.

Lesson Plans. It will be expected that student teachers will turn in copies of their lesson plans to both the cooperating teacher and the University supervisor. These lesson plans are to be an educational instrument and will not be used for grading purposes. These plans will be reviewed weekly with the supervisor and/or cooperating teacher.

The Early Childhood curriculum consists of four major elements–the learner characteristics of the children, situational variables, teaching strategies or processes, and content carried by the selected strategy.

These four elements are the basis for designing instructional experiences (lesson plans) for children. More specifically:

"Learner characteristics play a role in the type of response the child makes. They include developmental level, response modes, socio-economic level, and the interest of the child at any given moment. Other learner characteristics found to be relevant are sex, native language, eyesight, hearing, attending ability, and timing.

Situational variables have to do with the physical content and group structure of the preschool environment. The adult-child ratio is an obvious situational variable. Other variables include placement of materials and equipment, freedom of movement and time schedule.

Instructional variables are learning strategies. Learning strategies are related to the pattern of the teacher's behavior–the manner in which she elicits pupil response and the type of feedback she gives to the child's response. At the University of Virginia Child Development Center two basic instructional strategies or process are used–developmental and directive.

Content carried by the strategy is the conceptual understandings the teacher identifies relating to the concept being introduced in the preschool environments or is dependent upon the child's words or the objects that the child is attending to. The developmental process infers that in many situations the child's motivation and attendings decide the content."

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LESSON PLAN

Step I. Learner Outcomes

a. To distinguish the sounds of the various phonemes.

b. To identify the sounds of the various phonemes.

Step II. Conditions:

a. *Learner Characteristics* – Same subject, Michael, a four year old Black male will be used. However, I will also use several of the younger children along with him. All of these children are physically and mentally typical of their developmental level. Mike is the only Black and male in this group, but he is so cooperative that I venture he won't fee feel conspicuous. I chose this particular grouping because I want to see how the younger children compare with the older children in the following specific directions, comprehending the concepts of loud and soft, and recognizing the difference between sounds.

b. *Situational Variables* – Group activity outside of the normal classroom environment.

c. *Instructional Strategy* – Directive: I will introduce the "p" sound with the game "Pease Porridge Hot." I will ask the question, "Did you hear the "p" sound in some of the words in our game?" "Let's listen to those words, pease, porridge, pot." I will tell them that all those words have the same sound "p." I will instruct them on making the sound and also about the air that is emissed when the "p" is made. I will introduce many objects and pictures that have the initial and some with the middle and end sounds of "p." Some items will not have the "p" sound and, hopefully, they will be able to discriminate those from the others. Reinforce activity with letting them eat popcorn and do game over again.

d. *Content* – Mother Goose rhyme: "Pease Porridge Hot"

"Pease Porridge Hot,
Pease Porridge Cold,
Pease Porridge in the Pot
Nine days old."

Phoneme Box "P"
Objects that have the sound "p" in them; objects that do not contain "p" sound.

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Visitations. The University supervisor will visit each student teacher during each of the process and content modules. The supervisor will, in most cases, prearrange visitation schedules. There will be occasions when an unannounced visit to the student teacher will occur. The cooperating teacher, however, will be notified in advance. Following each visit, a conference will be arranged to discuss any area of concern and the student's present progress. Each student teacher will also be video-taped during each module. Playback from these recordings will be scheduled as soon after the visit as possible to afford the opportunity of fresh analysis of the presentation.

Role of the Conperating Teacher. The cooperating teacher is the most important cog in the student teacher's wheel of educational experiences. It is through his/her efforts that the student teacher will be guided toward the successful completion of student teaching. It will be the cooperating teacher's responsibility to incorporate student teachers into the learning environment in her school. Through the cooperating teacher, student teachers will find the source for invaluable training and consultation. While student teacers will not want to completely model their mode of teaching to the cooperating teacher's, it is desirable to observe the strong points of the teacher's techniques and attitudes. The student teacher can then select the desired traits and skills and incorporate them into his/her philosophy.

Cooperating teachers should strive to provide the motivational atmosphere that will be conducive for learning experiences for the the student teacher. It is hped they will assist the student teacher in all phases of planning, including short range, intermediate, and long-range. It is through this systematic approach that the student teacher can become familiar with all aspects of the benefits accrued through effective planning. Your cooperating teacher will give you the opportunity of learning through actual classroom teaching. Actual instruction will commence when the cooperating teacher, the supervisor, and the student teacher feel that the student is sufficiently prepared. Student teacher instruction will depend on prior experience and ability to adjust to the new environment.

Evaluation by the cooperating teacher is a continuous process. While forms will be filed upon completion of your requirements, there will be constant feedback and interaction between the student teacher and the cooperating teacher and the University supervisor. The end result of evaluation is not the attainment of a grade, but competency in teaching. It is through evaluation that this goal can be realized.

Above all, the cooperating teacher is a person who is interested in helping you reach your maximum capabilities. Through her efforts, this goal can be reached. The student teacher should cooperate fully with the cooperating teacher and thereby benefit from her knowledge and expertise.

Role of the University Supervisor. The University supervisor is the liaison office between the University of Virginia and the school systems involved in student teaching. It is the supervisor's responsibility to determine the academic needs of the students before placement and to furnish this information to the Director of Placement. Upon receipt of placement of the student teachers, the supervisor will inform the students of their respective positions and assist them in meeting with the principals and directors involved.

The supervisor will conduct an introductory meeting for all those participating in student teaching prior to their assignments. At this meeting, any questions will be resolved concerning the program.

The supervisor will visit each student teacher at least once during each module. Additional visitations may be scheduled depending on the needs of the student teacher. During the semester, the supervisor will video-tape each student and arrange for a time to play back and analyze the student teacher's performance.

Seminars will be held throughout the semester for all student teachers. These meetings will cover topics and problems associated with classroom experiences. It will be the responsibility of the supervisor to call for and direct these seminars.

Student teachers should feel free to call upon the supervisor in any phase of their program. He is to be of assistance when problems arise concerning planning, scheduling, or other related issues.

Evaluation. Assessment of student teaching performance includes evaluation by the University supervisor, the Cooperating Teacher, and the Education Advisor. In early childhood, the student will also share in the evaluation process. This assessment serves as a basis for letter grade assignment and recommendation for certification, and becomes part of the student's permanent file.

Through the evaluation guides, student teachers will be able to self-evaluate their development. Cooperating teachers will rely on the evaluation guide, the separate evaluation sheets on the course requirements, and her own knowledge of the teaching-learning process. The University supervisor will utilize the evaluation sheets and videotape as well as contact with the cooperating teacher and personal visits to the class.

Evaluation then, is a joint venture. It's goal is to assist the student teacher reach his/her full potential. Through the full cooperating among the student, the cooperating teacher, and the University supervisor, this goal can be more easily attained.

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The Early Childhood department of the University of Virginia uses a most unique system for evaluating student teachers. In addition to the regular rating sheets (see figures 1 & 2) provided by the University, video-tapes are made of the student's interactions with children in various educational environments during each process and/or content module (Developmental and Directive Processes, and the content areas: cognitive, social, motor, language development).

The videotape playbacks are viewed by at least two Early Childhood staff members and the individual student teacher. The tapes are analyzed according to the attached form (see form figure 3). A description and discussion of this rating scale is found in the module, *Developmental Process*, (Mann, 1974).

The purpose of this type of evaluation is to ascertain the student's cognitive understanding as well as his ability to apply the basic principles and content of the process and content modules. The principles and content are those taught in the following areas.

1. Developmental process
2. Directive process
3. Behavior Modification Technique
4. Effective Parenting Guide

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FIGURE 1

University of Virginia
Charlottesville, Virginia

STUDENT TEACHER EVALUATION FORM

Student Teacher's Name _____ School Year _____

Subject or Grade Taught _____ Semester _____

	Excellent	Above Average	Average	Needs Improvement	Comments may be made concerning a particularly strong or weak quality.
PREPARATION					
A. Personal:					
1. Leadership.					
2. Resourcefulness					
3. Enthusiasm.					
4. Cooperation					
5. Health.					
6. Adaptability.					
7. Initiative.					
8. Personal appearance					
9. Poise					
10. Reliability					
11. Voice					
B. Professional:					
1. General sense of responsibility					
2. Knowledge of subject matter					
3. Scholarship					
4. Use of English.					
5. Interest in Teaching.					
II. TEACHING PROCEDURE					
A. Planning.					
B. Knowledge of Objectives					
C. Recognition & dev. of pupil interest. . . .					
D. Selection of instructional material					
E. Ability to stimulate student activity . . .					
F. Methods of preparation.					
G. Pupil participation					
H. Skill in questioning.					
I. Attention to individual needs					
J. Use of visual aids					
K. Evaluation of student progress.					
L. Records and reports					
III. CLASSROOM MANAGEMENT					
A. Attention					
B. Judgment.					
C. Ability to control.					
D. Tact.					
IV. OBSERVABLE RESULTS					
A. Increase in pupils knowledge of subject . .					
B. Acquisition of desirable habits					
C. Growth in desirable pupil attitudes & ideals					
D. Improvement in pupils' self-reliance. . . .					
V. OVERALL EFFECTIVENESS					

Additional Comments: _____

Date: _____ Signed _____
Cooperating Teacher

Character and Temperament Rating Scale

As previously indicated, the student teachers in the Early Childhood experimental program are evaluated by the following measures:

1. classroom observation
2. videotapes of teacher-pupil interactions
3. standard rating forms provided by the University of Virginia.

In addition to measuring the cognitive and performance skills of the student by the above instrument, we feel the need to evaluate various other aspects of the individual. These aspects include temperament and individual teaching style as well as character and maturity. Our philosophy dictates that the successful teacher is cognitively skillful, capable of effective interpersonal interactions, and accepting of the responsibilities of a child care giver.

With this philosophy in mind, we have further defined the personality dimensions of character and temperament into specific competencies listed below. Under each competency is (are) stated an example(s) of how that competency is to be assessed.

Character Competencies

1. *Ability to assess own strengths, weaknesses, resources.*
   a. The student, in cooperating with the supervisor(s) will develop and implement a plan for remedial actions in deficient areas.
   b. The student will be able to view videotapes of himself and ascertain areas where behavior changes are needed.
2. *Ability to inspire trust.*
   a. The student will present the literal facts in all situations and will present facts which are subject to perceptual distortions.
   b. The student will keep confidences.
   c. The student will be punctual at all times.
   d. The student will be objective and concrete in his criticisms, statements, etc., about situations and other persons; the student will be concrete and objective in his suggestions to and requests of other with whom he works.
3. *Ability to trust.*
   a. The student must be concrete in opinion of others.
   b. The student must have an operational definition of trust (varies with individual).
4. *To have respect for self and others.*
   a. The student will be aware of and will accept the abilities and deficiencies of self and others.
   b. The student will be able to interact positively with peers, associates, students and others.
5. *To be reliable and dependable.*
   a. The student carries out directives with minimum supervision.
   b. The student prepares and delivers prescribed tasks when due.
6. *To be able to accept criticism (or critical evaluation).*
   a. The student will apply constructive suggestions to teaching situations.
   b. The student will seek assistance from others in attempting to modify the behavior(s) deemed either deficient or inappropriate.
   c. The student will not assume all criticism to be unjust and therefore unfounded; but will strive to way the validity and utility of the criticisms rendered.
7. *To be responsible.*
   a. The student will be punctual.
   b. The student will carry out duties assigned to him.
   c. The student will contribute more than is required of him.
   d. The student will accept the weaknesses and strengths of the educational situation and will work within those confines to improve the situation.
   e. The student will call the supervisor(s) when he can't make it to school.
   f. The student will use resources (persons and books) to come up with ideas and materials to use in field centers.
   g. The student will do the outside preparation necessary to work with target children in field sites.

Temperament Competencies

1. *Ability to collect data about oneself from others.*

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a. The student will ask questions about his progress and for suggestions for improvement from the supervisor and cooperating teacher.

b. The student will observe videotapes with supervisor and persue suggestions if he or she doesn't understand them.

c. The student will be able to discuss evaluations, ask questions, and provide explanations for techniques they chose.

2. *Ability to disclose self appropriately to others, i.e., to make available to them data which will enable them to give helpful feedback.*

a. The student will provide information to the cooperating teacher about techniques used with target children and the progress (or lack of) that the child seems to be making.

b. The student will describe techniques used with various children and the rationale for using them.

c. The student will describe situations in which he or she feels deficient and ask for suggestions for resources or methods to use.

3. *Ability to see own needs, motivations, values as they affect own behavior and as they appear to others.*

a. The student will state to the cooperating teacher what he hopes to gain from the student teaching experience.

b. The student will identify to the cooperating teacher strengths, he can bring to the teaching situation (e.g., art, music, etc.) as well as areas of weakness and see conceived ideas of "ideal learner outcomes."

c. The student will indicate to cooperating teacher areas he particularly needs assistance in.

4. *Ability to see discrepancy between intentions and consequences of own behavior.*

a. The student will be able to assess and evaluate at the end of lessons if the learner outcomes were met.

5. *Ability to combine acceptance of self with realistic aspirations for change.*

a. When the cooperating teacher, supervisor, etc., offers a suggestion or constructive criticism, the student should be able to react in such an open manner that he does not lose his self-concept or become antagonistic.

6. *Ability to emphathize with learners.*

a. The student should use active listening techniques.

b. The student should not show bias toward children.

c. The student should help the children determine who the problem belongs to.

7. *Ability to tolerate and appreciate differences from self in values, language, patterns of behavior.*

a. The student should be able to accept suggestions of the cooperating teacher without feeling intimidated or threatened even in situations involving personal opinion or philosophy.

8. *Ability to be flexible and adaptable.*

a. If an unexpected event interrupts a planned block of time, the trainee can continue without feeling at a loss due to the change of schedule.

b. If an unexpected event happens, the trainee should be able to improvise and/or capitalize on the event.

9. *To be motivated to work with children.*

a. The student will be able to state what he feels working with children will give him and what he can give to the children.

b. The student will be able to discuss and describe relevant expectations regarding the age, sex and environmental considerations of a child, i.e., the student will have the cognitive, social, motor and language knowledge or understanding of the developmental sequence of child growth and development.

c. The student will demonstrate through his conceptual knowledge and performance, a complete understanding and utilization of the developmental and directive processes and behavior modification techniques.

d. The student will facilitate the child in the acquisition specific skills and competencies in all content areas (motor, cognitive, language and social).

e. The student will be both a facilitator of knowledge to the child and a receiver of knowledge from the child.

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FIGURE 2

SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

Student's Name _____ Date_____

It is my professional judgement that:

1) The above named student is _____ is not_____ qualified by temperament to be certified as a teacher.

Comment:

2) The above named student is _____is not _____ qualified by character to be certified as a teacher.

Comment:

3) The above named student is _____ is not _____ qualified by competence to be certified as a teacher.

Comment:

School of Education Advisor's Recommendation

_____
Signature

_____
Department

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FIGURE 3

Rating Scale for Developmental Process

Teacher _____

Developmental Outcome _____

Learner Characteristics of Child _____

Situational Variables _____

Incident	Strategy Used	Strategy Should Have Used	Mode of Interaction	Content of Interaction	Media Motivation
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

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FIGURE 3 (continued)

Incident	Strategy Used	Strategy Should Have Used	Mode of Interaction	Content of Interaction	Media Motivation
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

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CHILD DEVELOPMENT CENTER: CHILD PROGRAM FOR TEACHER PREPARATION PROGRAM

The center operates two and one-half-hour morning and afternoon sessions with a multiaged group of twelve children, ages two to six years, enrolled in each session. In both groups at least three children have been identified as having developmental deficiences in either language, motor, social, or cognitive development. The remaining children are in the normal range of development. The children come from multi-ethnic backgrounds in the Charlottesville, Virginia area. A tuition charge is necessary as the Center operates at a cost basis and is self supporting. There are two scholarship slots for children of low socioeconomic environments.

The Child Development Center is directed by Dr. Marlis Mann. In the morning and afternoon sessions the staff includes head teacher and graduate assistant, both with masters degrees in Early Childhood as well as student teachers on the masters level.

A parent education program, discussed briefly here and presented in totality in a book is provided for parents having children enrolled in the Center. The program consists of evening meetings dealing with child rearing practices for the parents to implement at home. In addition to this program, parents attend two meetings a year with the head teacher informing them about the Center's program and talking about any concerns. Parents also attend individual parent conferences throughout the year.

The curriculum is designed to help learning facilitators organize the learning environment for an experience centered curriculum. This content is described by concepts, generalizations, and/or principles of knowledge to allow the child to explore such knowledge in an interdisciplinary and multi-sensory way. Concepts come from (a) community needs, (b) child interest, and (c) societal needs (subject matter discipline). The growth of the child is viewed as a system of hierarchically integrated structures from every area of development. Developmental learning is a continually active process in which experience structures the areas of development. It refines perceptual motor skills and it organizes the mind of the child as he assimilates and accomodates new experiences. See the *Child Developmental Center Curriculum* (Mann, Anfin and Musey, 1974) for complete discussion.

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PARENT PROGRAM

With the number of educational services for preschool children increasing in the last decade, so too has the awareness of involving parents with the preschool programs. As educators of young children we must strive to develop effective parent programs in order to meet the needs of the total child.

It is essential for there to be consistently between the child's home and school environments communication between parents and the program's staff. Parents participating in parent groups can derive social satisfaction as well as the building of a positive self image. Such groups can contribute to the parents working together to solve concerns dealing with child-rearing practices. While commicating with parents, effective listenting must be conveyed by the staff.

The parent program implemented at the Child Development Center is twofold. The Head Teacher plans 3 parent meetings, late summer, fall, and spring to acquaint parents with CDC policies, program, and various activities concerning the children involved in the CDC. At this time the CDC is open for the parents to visit. In addition to the parent meetings, two individual parent conferences are scheduled throughout the year. Daily anecdotal records kept by the staff of each child is available for the parents during their individual conferences (see daily functioning).

The second part of the Child Development Center parent program is in its first year of operation involving parents 1973-1974. This Model Parent Education Program is designed for parents of preschool aged children by Dr. Richard Abidin and his staff. The program has been developed in terms of self-contained learning modules. The modules have been designed so that the parent education program can and will be taught by the early childhood-special education trainees to the parents of the children enrolled in the Child Development Center.

The model parent educational training program consists of 15-20 modules. Each module is presented to the parents at weekly meetings. The weekly meetings last for approximately 1¾ to 2 hours and will involve a 15-22 minute coffee break to stimulate interaction among parents. Each module is designed so that it is a self contained unite which will take approximately 1½ hours to complete. In addition to participating in the training modules, the parents are given a 15-20 minute homework assignment each week. These assignments are aimed at supporting the modules and delivering certain cognitive information. The reading level is kept at the level of a local newspaper.

The following is the introduction to the Parental Skills Trainee Manual. This manual outlines the child-rearing parent program offered to parents having children enrolled in the Child Development Center. See *Parenting Skills: A Trainer's Manual* (Abidin, 1974) for complete discussion of the program.

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PARENTING SKILLS TRAINEES MANUAL

R. R. Abidin

PREFACE

For many centuries men of different nationalities, races, and religious backgrounds have struggled to obtain a "good life" for themselves and their children. They have developed and applied scientific technology to conquer diseases, to mass produce goods, and to travel to outer space. These scientific achievements have taken place largely due to the recognition of the importance of education and training in developing knowledge and skills necessary to achieve these technological goals. Yet, in one area, and possibly the most important human activity, the raising of children, we have failed to recognize and plan for the development of the knowledge and skills necessary to do the job.

It has been frequently observed by professionals and others interested in children that one must be licensed to be a plumber, or a truck driver, and yet no requirements for parenthood exist beyond the biological necessities. The licensing of parents is obviously absurd but this does not mean that nothing can be done. The question might be raised as to why little has been done in the past concerning childrearing knowledge and skills. The answers undoubtedly would be many and varied. The notions of the mothering instinct, fear of domination by forces external to the family, the wide range of differing cultures and values, are but some of the important factors. Further, professionals concerned with children have contributed to the problem by suggesting the "right way." Each of these "right ways" starts from a specific set of assumptions and values and proceeds to describe how children should develop and how they should be managed. The failure to date of these efforts to be useful to the average man is probably based on the failure to separate the technology of childrearing from the assumptions and values. Beyond that, the failure to develop specific knowledge and skills in the parent has limited the usefulness of many ideas.

Therapists have for years recognized that the unhappy, maladjusted, and ineffective human being is generally that individual who sees himself as having limited choices and means of achieving his personal goals. Effective intervention takes place when the individual develops the knowledge and skills to achieve his goals or is helped to clarify or change his goals so that they are achievable. In many ways the position of the parent is such that he has only a limited range of knowledge and skills applicable to childrearing.

Child psychologists and other child workers often report that they have never met a parent who purposely reared a child to be unhappy, maladjusted, and ineffective; yet, millions of these children exist today. In the course of clinical interactions with these families, what emerges are parents who are ignorant about their own values and assumptions and about the many different effective means of managing and developing desired and effective behavior in their children. All too often serious problems in personal and social adjustment in children are related to gross knowledge and skill deficiencies in the parents.

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Schalock, H.F., Kersh, B.Y., & Horyna, L.L. A plan for managing the development, implementation and operation of a model elementary teacher education program. Vols. I and II, Project No. 9-0506, U.S. Department of Health, Education, and Welfare: Office of Education, Bureau of Research, December, 1969.

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